

English Language Proficiency Standards and the 5E Model of Instruction



Engage

The first phase is to engage the student in the learning task. The student mentally focuses on an object, problem, situation, or event. The activities of this phase should make connections to past and future activities. The connections depend on the learning task and may be conceptual, procedural, or behavioral. Asking a question, defining a problem, showing a discrepant event, and acting out a problematic situation are all ways to engage the students and focus them on the instructional activities. The role of the teacher is to present a situation and identify the instructional task. The teacher also sets the rules and procedures for the activity.

| The Student | Engage Activities | Corresponding English Language Proficiency Standards | Classroom Applications for English Language Learners |
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| <ul style="list-style-type: none"> Asks questions such as: <ul style="list-style-type: none"> Why did this happen? What do I already know about this? What can I find out about this? How can this problem be solved? Shows interest in topic. Responds to questions demonstrating their own entry point of understanding. | <p>Initiate the learning task. The activity should make connections between past and present learning experiences, and anticipate activities and organize students' thinking toward the learning outcomes of current activities.</p> <ul style="list-style-type: none"> Generate interest Access prior knowledge Connect to past knowledge Set parameters of the focus Frame the idea | <p>1a. Use prior knowledge and experiences to understand meanings in English</p> <p>1c. Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting and reviewing to acquire basic and grade level vocabulary</p> <p>2e. Use visual, contextual and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> <p>3e. Share information in cooperative learning interactions</p> <p>3f. Ask and give information ranging using a range of high-frequency, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> | <p>Before students read a text, conduct a science experiment or compose a written response, take 7-10 minutes to elicit responses that uncover students' current knowledge about the concept/topic.</p> <p>ELLs will have increased comprehension if they know something about the topic, and its key related vocabulary before reading.</p> <p>Ways to access/build background knowledge:</p> <ul style="list-style-type: none"> Link concepts to student backgrounds Link concepts to past learning Emphasize key vocabulary Use pictures, real objects, maps, or personal experiences |

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Explore

Once the activities have engaged students, they need time to explore their ideas. Exploration activities are designed so that all students have common, concrete experiences upon which they continue building concepts, processes, and skills. This phase should be concrete and meaningful for the students. The aim of exploration activities is to establish experiences that teachers and students can use later to formally introduce and discuss content area specific concepts, processes, or skills. During the activity, the students have time in which they can explore objects, events, or situations. As a result of their mental and physical involvement in the activity, the students establish relationships, observe patterns, identify variables, and question events. The teacher's role in the exploration phase is first and foremost to select activities that lead to *substantive concept building*. The teacher's role, then, is that of facilitator or coach. The teacher initiates the activity and allows the students time and opportunity to investigate objects, materials, and situations based on each student's own ideas and phenomena. If called upon, the teacher may coach or guide students as they begin constructing new explanations.

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| <ul style="list-style-type: none"> • Thinks creatively within the limits of the activity. • Tries alternatives to solve a problem and discusses them with others. • Suspends judgment. • Conducts activities, predicts, and forms hypotheses or makes generalizations. • Becomes a good listener. • Shares ideas and suspends judgment. • Records observations and/or generalizations. • Discusses tentative alternatives. | <p>Provide students with a common base of experiences which current concepts, processes, and skills are identified and developed.</p> <ul style="list-style-type: none"> • Experience key concepts • Discover new skills • Probe, inquire, and question experiences • Examine their thinking • Establish relationships and understanding | <p>1a. Use prior knowledge and experiences to understand meanings in English</p> <p>1c. Use strategic learning strategies such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</p> <p>2d. Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>2e. Use visual, contextual and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> <p>2h. Understand implicit ideas and information in increasingly complex spoken language commensurate with grade level learning expectations</p> <p>3e. Share in cooperative groups</p> <p>3i. Adapt spoken language for formal and informal purposes</p> <p>4f. Use visual and contextual support to read grade appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>4j. Show comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources and finding supporting text evidence commensurate with content area needs.</p> | <p>ELL need the opportunity to exhibit their current knowledge about the topic using a variety of responses that include listening, speaking, reading and writing.</p> <p>Use visuals and realia to develop student background knowledge and understanding of the concepts while generating interest and curiosity.</p> <p>ELL should be introduced to key vocabulary and given many opportunities to explore the concept and its related vocabulary before engaging in rigorous reading and writing activities.</p> <p>Use inquiry-based, tiered questions that based on students language proficiency levels.</p> <p>Make sure students have adequate wait time to formulate responses before answering questions.</p> |

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Explain

Explanation means the act or process in which concepts, processes, or skills become plain, comprehensible, and clear. The process of explanation provides the students and teacher with a common use of terms relative to the learning experience. In this phase, the teacher directs student attention to specific aspects of the engagement and exploration experiences. First, the teacher asks the students to give their explanations. Second, the teacher introduces explanations in a *direct and formal manner*. Explanations are ways of ordering and giving a common language for the exploratory experiences. The teacher should base the initial part of this phase on the students' explanations and clearly connect the explanations to experiences in the engagement and exploration phases of the instructional model. The key to this phase is to present concepts, processes, or skills briefly, simply, clearly, and directly, and then continue on to the next phase.

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| <p>Explains possible solutions or answers to other students.</p> <ul style="list-style-type: none"> Listens critically to other students' explanations. Questions other students' explanations. Listens to and tries to comprehend explanations offered by the teacher. Refers to previous activities. Uses recorded observations in explanations. Uses previous observations and findings. Provides reasonable responses to questions. | <p>Focus students' attention on a particular aspect of their engagement and exploration experiences, and provide opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to introduce a concept, process, or skill.</p> <ul style="list-style-type: none"> Connect prior knowledge and background to new discoveries Communicate new understandings Connect informal language to formal language | <p>1d. Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</p> <p>3a. Practice using English sound system in new vocabulary</p> <p>3b. Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.</p> <p>3c. Speak using a variety of grammatical structures, sentence lengths, sentence types and connecting words with increasing accuracy</p> <p>3d. Speak using grade-level content vocabulary in context to internalize new English words and build academic language proficiency.</p> <p>3e. Share information in cooperative learning interactions</p> <p>3f. Ask and give information ranging from using a very limited bank of high-frequency, high need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> <p>3g. Express opinions, ideas and feelings</p> <p>3h. Narrate, describe and explain.</p> <p>3i. Adapt spoken language for formal and informal purposes</p> <p>3j. Respond orally to information from a variety of media sources.</p> | <p>Introduce and explicitly teach students the new vocabulary they will need for the lesson.</p> <p>Give ELL ample opportunity to practice pronunciation of new words</p> <p>Make sure students have the opportunity to tie new vocabulary to visuals and realia provided.</p> <p>Use cooperative learning strategies like Think, Pair, Share and Numbered Heads Together to structure sharing and speaking activities so that all students have the opportunity to develop academic language.</p> <p>Use sentence stems, displayed visually, to give students scaffolded language supports to use to boost academic language development</p> <ul style="list-style-type: none"> Why do you think...? What inference can you make....? What is the relationship between...? What are the parts or features of...? What would result if...? What other way would you plan to...? |

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Elaborate

Once the students have an explanation of their learning tasks, it is important to involve them in further experiences that apply, extend, or elaborate the concepts, processes, or skills. Some students may still have misconceptions, or they may only understand a concept in terms of the exploratory experience. Elaboration activities provide further time and experience that contribute to learning. The teacher should provide opportunities for students to practice their learning in new contexts.

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| <ul style="list-style-type: none"> Applies new labels, definitions, explanations, and skills in new, but similar, situations. Uses previous information to ask questions, propose solutions, make decisions, design experiments. Draws reasonable conclusions from evidence. Provides reasonable conclusions and solutions Records observations, explanations, and solutions | <p>Challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills.</p> <ul style="list-style-type: none"> Apply new learning to a new or similar situation Extend and explain concept being explored Communicate new understanding with formal language | <p>1e. Use and reuse new vocabulary in speaking and writing to build concept and language attainment</p> <p>2d. Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>3g. Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic tasks.</p> <p>4i. Demonstrate English comprehension and expand reading skills by demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details.</p> <p>5g. Narrate, describe and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p> | <p>Use sentence stems as a language scaffold to prompt ELL to apply the concepts and skills to new situations while boosting academic language development:</p> <ul style="list-style-type: none"> What ways could...? Why do you think...? Imagine... Do you agree/disagree...? Why do you think...? Decide if... <p>• Use a content area word wall of content area vocabulary and academic language phrases to prompt students to use terms and definitions previously acquired.</p> <p>Incorporate cooperative learning activities combined with sentence stems to structure student interaction. Students need to <u>use</u> the language to become fluent in the language.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> Think, pair, share Numbered Heads Together Jigsaw Paraphrase Passport Folded Value Lines |

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Evaluate

At some point, it is important that students receive feedback on the adequacy of their explanations. Informal evaluation can occur from the beginning of the teaching sequence. The teacher can complete a formal evaluation after the elaboration phase. As a practical educational matter, teachers must assess educational outcomes. This is the phase in which teachers administer formative or summative evaluations to determine each student's level of understanding. This also is the important opportunity for students to use the skills they have acquired and evaluate their understanding. This is also the time when the teacher determines whether students have met the performance indicators.

| The Student | Engage Activities | Corresponding English Language Proficiency Standards | Classroom Applications for English Language Learners |
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| <ul style="list-style-type: none"> • Demonstrates an understanding or knowledge of concepts and skills. • Answers open-ended questions by using observations, evidence, and previously accepted explanations. • Evaluates his or her own progress and knowledge. • Asks related questions that would encourage future investigations. • Provides reasonable responses and explanations to events or phenomena. | <p>Encourage students to assess their understanding and provide opportunities for teachers to evaluate student progress.</p> <ul style="list-style-type: none"> • Demonstrate understanding of new concept by observation or open-ended response • Apply within problem situation • Show evidence of accomplishment | <p>1e. Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.</p> <p>2l. Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade level needs.</p> <p>3f. Ask and give information ranging from using a very limited bank of high-frequency, high need, concrete vocabulary to using abstract and content-based vocabulary during extended speaking assignments.</p> <p>3g. Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.</p> <p>4j. Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p> <p>4k. Demonstrate English comprehension an expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content are and grade-level needs.</p> <p>5g. Narrate, describe and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p> | <p>Used tiered questioning to have ELL students evaluate concepts according to their language proficiency levels</p> <p>Beginning students— “Show me the ____.” “Where is the ____.”</p> <p>Intermediate students “Explain why ____.” “Why do you think ____”</p> <p>Advanced “Provide a summary of ____.” “Describe the sequence of events.”</p> <p>Design assessments that are appropriate for students levels of language proficiency</p> <p>Possible assessment options:</p> <p>Beginner students:</p> <ul style="list-style-type: none"> • Draw, point, match, act out, name, list, group, label, categorize <p>Intermediate:</p> <ul style="list-style-type: none"> • Recall, summarize, retell, describe, define, explain, role play, restate <p>Advanced:</p> <ul style="list-style-type: none"> • Compare and contrast, analyze, evaluate, synthesize, debate, support, justify, defend, create |